

Educational

Mr. Dexter A. Hawkins, of New York, has just made an elaborate report to the City Council of Political Reform, from which we make the following able and valuable extracts:

In a Democratic republic like ours, where all political power resides in and springs from the people, where to use the language of Abraham Lincoln, "the Government is of the people, for the people, and by the people," no subject can be presented to the citizenry for their consideration more important than the education of the youth.

Intelligence in the rulers is essential to good government; with us the rulers are the voters; hence the necessity of fitting them by education to rule. With intelligence yet devoided; but with ignorant voters it is one of the worst. An intelligent people seek freedom, and an ignorant one despots; just as naturally and certainly as the needle points to the magnetic pole.

The founders of our free institutions 250 years ago saw this, and wisely laid the completed log cabins for their families when they began the long schoolhouse for the school and schoolmaster.

The schoolhouse has spread, developed and improved from Maine to California equally with the dwelling house. It is the nursery of American citizens. These three cardinal principles of free fathers never lost sight of, viz: *a free State, a free school, and a free Church.* So free government, respect for law and obedience to the duty of educating the people sufficiently to qualify them to exercise intelligently the right of suffrage. Conscious of this, every free State established a system of free schools.

So great and beneficent has been their influence upon the people that the material progress, intellect and moral development, respect for law and obedience to duty in each State may be relatively measured and calculated by the condition of the free public schools.

The National Government has already set aside for educational purposes 110,000,000 acres of public lands and the question of devoting to education the whole proceeds of the public lands, still under the control of the Government, is in the hands of the Committee on Education and Labor in the House of Representatives reported favorably a bill for this purpose, and after a careful debate and consideration it passed that body, and was sent to the Senate. It has established a Bureau of Education as a permanent part of the Government, with a Commissioner of Education at the head. His annual report is one of the most interesting, instructive, valuable, and important documents that issues from the Government press. Every legislator and every school officer in the United States should study its contents and heed its teachings.

We have in the United States over 14,500,000 children of the school age, we spend annually for schools over \$95,000,000, which is equal to one-third of one per cent. of the value of the property, real and personal, of the whole country, as returned by the last census; and we employ 221,000 teachers. This is our standing army, and these are raw recruits. Their arms are the pen and the slate pencil; their munitions of war the text books, their fortifications the school houses; and the enemy they are enlisted to conquer ignorance and bigotry. Through the munificence of the Government the free building that springs up in every village in our new States and Territories, is the public school house. Like the light of heaven and the water of the earth, it is open and free alike to rich and poor.

The American doctrine is, "that the property of the State shall educate the children of the State." This benefits equally the rich and the poor. It decreases crime, reduces taxes, improves labor, increases the value of property, and elevates the whole community. One of the first and decisive questions asked in seeking a person for the position of a family is, "What are the means provided for education?" A village, town, or State, with good free schools, is the resort of families; without them, it is the home of criminals.

CRIME THE CONSEQUENCE OF IGNORANCE. In France, from 1867 to 1869, one-half the inhabitants could neither read nor write, and this one-half furnished ninety five per cent. of the persons arrested for crime, and eighty-seven per cent. of those convicted. In other words, an ignorant person, on the average, committed seven times the number of crimes that one not ignorant did.

In the six New England States of our own country, only seven per cent. of the inhabitants, above the age of ten years, can neither read nor write, and eighty per cent. of the crime in those States is committed by this small minority.

In New York and Pennsylvania an ignorant person committed on the average seven times the number of crimes that one who can read and write committed, and in the United States the ignorant person commits ten times the number of crimes that the educated one does.

THE SCHOOL THE PREVENTIVE OF CRIME. We may have supposed that it is the churches rather than the schools that prevent people from becoming criminals, but the facts indicated by statistics collected by Government show the contrary.

The kingdom of Bavaria examined this question in 1870. Tabulated for clearness of comparison, it is as follows:

In short, it seems that crime decreases almost in the same ratio that schools increase, while, more or less, churches seem in Bavaria to produce very little effect upon it.

THE SCHOOL THE PREVENTIVE OF PAUPERISM. An examination of the statistics of England, Scotland, Ireland, and most of the different countries of Europe, indicates that other things being equal, pauperism is in the inverse ratio of the education of the mass of the people; that is, as education increases, pauperism decreases, and as education decreases, pauperism increases.

Taking the three States—Pennsylvania, Ohio and Illinois for illustration, we find that of the three hundred persons, one in 18 is a pauper, while of the rest of the population only one in three hundred is a pauper. In other words, a given number of persons suffered to grow up in ignorance furnish, on the average, thirty times as many paupers as the same persons would if required to get such an education as our free public schools afford. Add to this that their fur-

ther also ten times the number of criminals, and the right as well the duty of Government education is clear, for it is the plain obligation of Government to protect society against pauperism and crime.

We shall probably give further selections from this most invaluable document.

NEW JERSEYSEN.

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